

FY 2007 House and Senate Bills Requirements

Bill Number	Description	Department Action	
H. 3097, A26	<p>Virtual Schools Program</p> <p>The South Carolina Virtual School Program will provide the requirements and procedures for certain on line course credits. The South Carolina Virtual School program will be housed and managed by the SDE.</p> <p>Through the use of technology, South Carolina can create educational opportunities for the students of this State that may not exist without such technology. Using technology to deliver instruction can provide effective alternatives for credit recovery, meeting graduation requirements, resolving scheduling conflicts, delivering curriculum content when there is a shortage of certified personnel, providing a more flexible and individualized instructional pace, and offering low-incidence courses.</p>	<p>§59-16-15. The State Board of Education is authorized to establish the South Carolina Virtual School Program to provide South Carolina students access to distance, online, or virtual learning courses offered for an initial unit of credit. Additionally, the South Carolina Virtual School Program shall offer access to credit recovery programs for students who have been identified by a school district as not having received credit for a course previously taken or for students who have been identified by a school district as not likely to receive credit for a course in which the student is currently enrolled. Students may enroll in courses for credit recovery based on policies established by the State Board of Education. The South Carolina Virtual School Program shall not award a South Carolina High School diploma.</p> <p>A public, private or homeschool student residing in South Carolina who is twenty-one years of age or younger shall be eligible to enroll in the South Carolina Virtual School Program. A private school or home school student enrolled in the South Carolina Virtual School Program must not be entitled to any rights, privileges, courses, activities, or services available to a public school student other than receiving an appropriate unit of credit for a completed course. Students may be awarded a maximum of three online initial credits in a school year, and no more than twelve online initial credits throughout high school. However, the State Board of Education shall establish an appeals process whereby the governing body of the student's school district may grant a waiver to exceed the established limit.</p> <p>Local school districts shall accurately transcribe a student's final numeric grade to the student's permanent record and transcript. Home school students and private school students shall receive a certified grade report indicating date, course, and final numeric grade from the South Carolina Virtual School Program or an entity approved by the State Board of Education.</p> <p>Students enrolled in an online course for a unit of credit must be administered final exams and appropriate state assessments in a proctored environment.</p>	

<p>H. 3097, A26 cont.</p>	<p>Virtual Schools Program</p>	<p>It is not the responsibility of the school, district, or state to provide home computer equipment and Internet access for enrollment in courses provided by the South Carolina Virtual School Program. However, nothing in this section shall prohibit a school or district from providing home computer equipment or Internet access to students enrolled in the South Carolina Virtual School Program.</p> <p>§59-16-20. The South Carolina Virtual School Program shall be housed in and managed by the SDE. The department may contract for distance learning courses, develop courses, or approve courses submitted by entities. Each course offered for a unit of credit shall be reviewed for correlation with the state adopted academic standards prior to be offered. All distance, online, or virtual learning courses offered for a unit of credit must be aligned with the state adopted academic standards, include appropriate course materials, and be approved by the SDE.</p> <p>Instructors must hold a valid teaching certificate in each content area being taught or receive approval from the SDE to teach the course.</p> <p>All virtual schoolteachers must receive appropriate preservice and in-service training pertaining to the organization, classroom management, technical aspects, monitoring of student assessment, and other pertinent training from the SDE.</p> <p>§59-16-30. (1) ‘Distance learning’ means the acquisition of knowledge and skills through mediated information and instruction, encompassing all technologies and other forms of learning at a distance. Distance learning includes online and virtual courses.</p> <ul style="list-style-type: none"> (2) ‘Online learning’ means learning delivered by web-based or internet-based technologies. (3) ‘Proctored’ means directly monitored by an adult authorized by the South Carolina Virtual School. (4) ‘Virtual classroom’ means the online learning space where students and instructors interact. (5) ‘School year’ means the one hundred eighty days of student instruction required pursuant to Section 59-1-420 and student instruction received as part of a summer school program. 	
--------------------------------------	---------------------------------------	--	--

<p>H. 3097, A26 cont.</p>	<p>Virtual Schools Program</p>	<p>(6) ‘Credit recovery’ means self-paced, semester-long courses that target learning in areas of greatest weakness, allowing nontraditional or at-risk students to rapidly complete courses, recover credits, and progress to graduation.</p> <p>§59-16-40. The SBE shall develop guidelines and promulgate regulations to include, but may not be limited to:</p> <ol style="list-style-type: none"> (1) procedures and criteria to be used for the selection of online courses to be offered for a unit of credit; (2) qualifications and registration requirements of students who may enroll in online courses to include provisions outlining the enrollment of students that have been expelled from school; (3) procedures for private and home school students to enroll in courses offered; (4) teacher qualifications and the student-to-teacher ratio for online courses; (5) appropriateness and provisions for charging tuition and fees; (6) procedures for establishing uniform evaluation of student progress and awarding of the final grade; (7) process for maintaining student records and reporting and recording grades on the student’s transcript; (8) procedures and requirements for employment, supervision, and evaluation of teachers; (9) procedures and requirement for supervision, monitoring, assessment, and evaluation of enrolled students; and (10) student’s expectations. <p>§59-16-50. Through the use of an online pilot program, the SDE shall examine the feasibility of providing services of the South Virtual School Program to students enrolled in adult education programs and shall make recommendations to the General Assembly no later than January 1, 2008.</p> <p>§59-16-60. Annually, the SBE shall provide a report to the General Assembly that shall include, but not limited to, the following information:</p> <ol style="list-style-type: none"> (1) list of courses offered through the virtual school; (2) number of local school districts and number of the district students participating in the virtual school; 	
--------------------------------------	---------------------------------------	--	--

<p>H. 3097, A26 cont.</p>	<p>Virtual Schools Program</p>	<ul style="list-style-type: none"> (3) private schools and number of the private school students participating in the virtual school; (4) number of home school students participating in the virtual school; (5) success rates for students by courses enrolled in the virtual school; (6) number of students who dropped a course and reasons for dropping; (7) expenditures made for the virtual school; and (8) number of students unable to enroll because of space limitation. <p>§59-16-70. At the end of each semester, the SDE shall provide student records, including course grades and performance on state assessments, to the Education Oversight Cmte. The Education Oversight Committee shall monitor the impact of credits earned in the virtual school, on the school and district ratings, with particular attention to performance on end-of-course examinations and graduation rates.</p> <p>§59-40-65. If the governing body of a charter school offers as part of its curriculum a program of online or computer instruction, this information shall be included in the application and the governing body shall be required to:</p> <ul style="list-style-type: none"> (1) provide each student enrolled in the program with a course or courses of online or computer instruction approved by the SDE that must meet or exceed the South Carolina content and grade specific standards. Students enrolled in the program of online or computer instruction must receive all instructional materials required for the student's program; (2) ensure that the persons who operate the program on a day-to-day basis comply with and carry out all applicable requirements, statutes, regulations, rules, and policies of the charter school; (3) ensure that each course offered through the program is taught by a teacher meeting the requirements of Section 59-40-50 (4) ensure that a parent or legal guardian of each student verifies the number of hours of educational activities completed by the student each school year. 	
--------------------------------------	---------------------------------------	--	--

<p>H. 3097, A26 cont.</p>	<p>Virtual Schools Program</p>	<p>(5) Adopt a plan which will provide:</p> <ul style="list-style-type: none"> (a) frequent, ongoing monitoring to ensure and verify that each student is participating in the program, including proctored assessment(s) per semester in core subjects graded or evaluated by the teacher, and at least bi-weekly parent-teacher conferences in person or by telephone; (b) regular instructional opportunities in real time that are directly related to the school's curricular objectives, including, but not limited to, meetings with teachers and educational field trips and outings; (c) verification of ongoing student attendance in the program; (d) verification of ongoing student progress and performance in each course as documented by ongoing assessments and examples of student coursework; <p>(6) administer to all students in a proctored setting all applicable assessments as required by the South Carolina Education Accountability Act.</p> <p>Nothing in this section shall prohibit a charter school that provides a program of online or computer instruction from reimbursing families of enrolled students for costs associated with their Internet connection for use in the program.</p> <p>A charter school shall provide no more than seventy-five percent of a student's core academic instruction in kindergarten through twelfth grade via an online or computer instruction program. The twenty-five percent of the student's core academic instruction may be met through the regular instructional opportunities outlined in (A (5) (b).</p> <p>Charter school students may enroll in the South Carolina Virtual School Program pursuant to program requirements.</p> <p>Private or home school students choosing to take courses from a virtual charter school may not be provided instructional materials, or any other materials associated with receiving instruction through a program of online or computer instruction at the state's expense.</p>	
--------------------------------------	---------------------------------------	--	--

**H. 3097, A26
cont.**

Virtual Schools Program

Only students enrolled in the charter school as a full-time student shall be reported in the charter school's average daily membership to the SDE for the purposes of receiving state or federal funds. Private and home school students may not be included in the student weighted pupil units or average daily membership reported to the SDE for the purposes of receiving state or federal funds.

<p>H. 3161, R 95</p>	<p>Transportation of Students</p> <p>This bill specifies that parents or guardians are responsible for the safety, conduct, and the timely arrival of their children to, from, and at the designated school bus stop before the arrival of the school bus for pick up and transport to school and the timely departure of the children after the school bus leaves the designated school bus stop after transporting the children from school. These provisions have previously been a proviso in the annual Appropriations Act.</p>	<p>§ 59-67-105. A student may not ride continuously on a state-owned school bus for more than ninety minutes. With the approval of the SDE, the ninety-minute maximum ride time may be exceeded when the area's geography requires longer than average highway travel because of a circuitous or meandering road network, extremely low population density or waterway barriers. The ninety-minute maximum ride time may be exceeded when attendance zones are multidistrict or countywide. The SDE annually shall assure that state-owned school buses are routed in the most efficient manner and shall require that they are operated only on adequately maintained and safe public and private accessible highways and streets.</p> <p>§59-67-108. (A) (1) Only a person who has been certified by the SBE may drive a school bus, as defined in §59-67-10, when transporting preprimary, primary or secondary students to or from school.</p> <p>(2) When transporting public school students, a driver operating a bus owned by the State, a local school agency, or by a private contractor that is in compliance with Section 56-5-2770 and the National School Bus chrome yellow requirements in Section 59-67-30 must possess a School Bus Driver's Certificate-A, as established by the State Board of Education. A driver awarded a school bus driver's certificate pursuant to Section 59-67-470 shall be issued the School Bus Driver's Certificate-A.</p> <p>(3) When transporting public school students, a driver operating a bus owned by a local school agency or by a private contractor that is not in compliance with either Section 56-5-2770 or the National School Bus chrome yellow requirements in Section 59-67-30 must possess a School Bus Driver's Certificate-B, as established by the State Board of Education. A driver who possesses a School Bus Driver's Certificate-B may not use traffic control devices permitted in Section 56-5-2770.</p> <p>(B) Any person transporting ten or more preprimary, primary, or secondary students to or from school, school-related activities, or childcare in a vehicle with enabled traffic control devices must receive training as to the proper operation of these traffic control devices. The SDE shall establish an appropriate level of driver certification.</p>	
-----------------------------	---	---	--

<p>H. 3161, R 95 cont.</p>	<p>Transportation of Students</p>	<p>§59-67-415. Parents or guardians are responsible for the safety, conduct, and the timely arrival of their children to, from, and at the designated school bus stop before the arrival of the school bus for pick up and transport to school and the timely departure of the children after the school bus leaves the designated school bus stop after transporting the children from school. The phrase ‘arrival of the school bus’ includes the time that the school bus assigned to the school bus stop activates the required pedestrian safety devices, stops, and loads or unloads students until the school bus deactivates all pedestrian safety devices.</p> <p>§59-67-100. Sufficient seating space must be provided so far as practicable for each passenger transported inside each school bus, an aisle in the school bus must not be less than twelve inches in width and all seats must be securely fastened to the floor or body of the vehicle. All students must be within the body of the bus at all times while the bus is in motion. Students are not permitted any place outside the bus and may not ride with heads or arms protruding through open windows. The number of students assigned to a school bus must not be greater than the manufacturer certified seating capacity, and all passengers transported must have adequate seating area to comply with the occupant protection performance standards required in the Federal Motor Vehicle Safety Standards. Provided, however, that a limited number of excess passengers on regular routes may be permitted until the bus routes can be adjusted to accommodate the overload, but not to exceed twenty school days.</p> <p>§59-67-270. All publicly owned or leased school buses, including buses owned or leased by a public school district, must be inspected annually in compliance with the SDE’s annual school bus inspection program. The SDE shall assist in this requirement by providing the training and certification of a limited number of personnel designated by a school district to perform the inspection, providing the inspection manuals and forms, and supplying the inspection certificate stickers for the school buses.</p> <p>The SDE’s assistance must be free of charge.</p> <p>§59-67-420 The State, acting through the SBE, assumes no obligation to transport any student to or from school who lives within one and one-half miles of the school he attends, nor to provide transportation services extending within three-tenths of a mile walking distance of the residence of any student, nor to</p>	
---------------------------------------	--	--	--

<p>H. 3161, R95 cont.</p>	<p>Transportation of Students</p>	<p>furnish transportation for any student who attends a school outside the school attendance zone in which the student resides when the same grade is taught in an appropriate school that is located within the school district in which the student resides. The State shall bear the cost of transporting students to regularly organized instructional classes in the school attendance area for which state-required school credit is given. The State is not responsible for any additional transportation that is not authorized by state law or regulation.</p> <p>§59-67-580. With funds appropriated by the General Assembly for school bus purchases, the SBE shall implement a school bus replacement cycle to replace approximately one-fifteenth of the fleet each year with new school buses, resulting in a complete replacement of the fleet every fifteen years. The funds must not be used for school bus maintenance or fuel.</p> <p>With funds appropriated by the General Assembly for transportation grant programs, the department shall establish a grant program to fund transportation of students to alternate public schools including, but not limited to, vocational second and third choice schools, magnet schools, montessori schools, international baccalaureate schools, and English as a second language schools.</p> <p>Those districts having alternate public schools may apply to the department for grant funds to pay for the additional cost of transporting students to these schools. If funds are not appropriated by the General Assembly for this purpose, then neither the State nor a local school district is required to assume this obligation.</p> <p>§59-67-300. State-owned school buses must be parked overnight and during the school day in a location that is central to the area in which the school buses are operated. The SDE shall grant a waiver to the requirements of this section, if a wavier is requested by the district superintendent in compliance with SDE policies.</p>	
--------------------------------------	--	--	--

H. 3249, R157

Administrative Procedures Act

This act amends the procedures agencies must adhere to when promulgating regulations pursuant to the new requirements.

- (1) Agencies must refile a regulation for publication in the state register if substantive changes in the content were made after the public comment hearing unless those changes were raised, considered, or discussed in the public hearing.
- (2) Agencies must file regulations using strike through to indicate language being omitted and using underline to indicate new language being added.
- (3) All members of the General Assembly will be notified when regulations have been submitted for review.
- (4) Regulation not approved during a two-year session of the General Assembly are considered withdrawn and may be resubmitted by the agency for review during the next legislative session.
- (5) Agencies are required to conduct a formal review of all regulations and report to the Code Commissioner regulations the agency intends to repeal, regulations the agency intends to amend, or agency regulations that require no action.

H. 3254, R158	<p>Schools' Academic Performance</p> <p>The bill requires schools with an unsatisfactory absolute academic performance rating on their school report card to offer orientation classes for parents on the value of education, academic assistance programs available at the school and in the community, student discipline policies, school policies, an explanation of information that will be presented on the school's report card issued in November; and any other pertinent issues each year they receive an unsatisfactory absolute academic performance rating on their school report card.</p> <p>Schools must provide parents with written notification of the date and time of the meetings. Schools are encouraged to offer orientation classes at a time in which the majority of parents would be able to attend. Additionally, schools are encouraged to provide orientation classes in community settings or workplaces so that the needs of parents with transportation difficulties or scheduling conflicts can be met.</p>	<p>No SDE action is required</p>	
H. 3476, A75	<p>American Board for the Certification of Teacher Excellence Act</p> <p>The American Board for the Certification of Teacher Excellence provides that a school district may hire individuals who are certified by the American Board for the Certification of Teacher Excellence (ABCTE) pursuant to certain conditions.</p>	<p>§59-25-310. Individuals certified for employment as school teachers pursuant to Article 3 of this chapter, a school district may hire individuals who have received a passport certificate issued by the American Board for the Certification of Teacher Excellence (ABCTE) and who meet the requirements of this article in the content areas of biology, chemistry, English, mathematics, physics, or science. Additional areas of certification may be approved by the State Board of Education upon review of the longitudinal information required in Section 59-25-350.</p> <p>§59-25-320. A person who has received a passport certificate issued by the ABCTE must not be hired by a school district in South Carolina without submitting to the SDE, Office of Educator Certification at the time of application a Federal Bureau of Investigation fingerprint card and without having undergone a criminal records check by the South Carolina Law Enforcement Division and a national criminal records check supported by fingerprints and conducted by the Federal Bureau of Investigation pursuant to Section 59-25-115(B) completed within the previous eighteen months.</p>	

<p>H. 3476, A75 cont.</p>	<p>American Board for the Certification of Teacher Excellence Act</p>	<p>§59-25-330. A person who has received a passport certificate issued by the ABCTE, who has a minimum of a bachelor's degree from a regionally accredited college or university or an institution with a teacher education program that has been approved by the State Board of Education for certification purposes, and who has met the requirements of §59-25-320 is considered to have met the requirements for certification and must be issued an appropriate alternative route certificate as determined by the State Board of Education. The alternative route certificate must be valid for one year and may be renewed annually for two additional years upon the successful completion of teaching and of the hiring district's induction program.</p> <p>§59-25-340. A person who has received a passport certificate issued by the ABCTE, possesses an alternative route certificate, and has been initially hired by a school district must be required, as a condition for professional certification, to successfully pass the South Carolina adopted pedagogy examination.</p> <p>§59-25-350. The SDE shall submit annually by March thirty-first to the State Board of Education and the General Assembly the total number of individuals employed in South Carolina with a passport certificate issued by ABCTE by district and non privileged information collected on these individuals through the ADEPT reporting system.</p> <p>§59-25-360. A person who has completed all requirements of this article and has been hired by a school district has the same responsibilities and rights as other teachers hired by the district.</p>	
<p>S. 656, R172</p>	<p>Sales Tax</p> <p>There is created in the state treasury a fund separate and distinct from the general fund of the State, the Capital Reserve Fund, and all other funds entitled the Contingency Reserve Fund. All general fund revenues accumulated in a fiscal year in excess of general appropriations and supplemental appropriations must be credited to this fund. Revenues credited to this fund in a fiscal year may be appropriated by the General Assembly. Upon determination by the Comptroller General as to the amount to be deposited in the Contingency Reserve Fund, the Comptroller General shall notify the Board of Economic</p>	<p>Of the first funds available from fiscal year 2006-2007 state general fund surplus revenues, an amount equal to \$10,000,000 is appropriated to the State Department of Education to supplement the school districts that are negatively affected by the lack of revision of the 2007 Final Index of Taxpaying Ability. The school districts supplemented by these funds must be separate from the school districts supplemented by the Education Finance Act reserve funds. Funds appropriated pursuant to this section not expended before July 1, 2008, revert to the state general fund.</p>	

<p>S. 656, R172 cont.</p>	<p>Advisors and the board shall recognize that amount as surplus funds.</p>	<p>In fiscal year 2007-2008, school districts that receive a higher amount of state Education Finance Act funds as a result of the lack of revision of 2007 Final Index of Taxpaying Ability shall direct the excess funds towards nonrecurring allowable expenditures. The Department of Revenue shall build the 2008 Index of Taxpaying Ability on the 2007 Index of Taxpaying Ability as if it was amended.</p> <p>LIFE Scholarship</p> <p>§59-149-50. To be eligible for a LIFE Scholarship, a student must be either a student who has graduated from a high school located in this State, a student who has completed at least three of the final four years of high school within this State, a home school student who has successfully completed a high school home school program in this State in the manner required by law, a student who has graduated from a preparatory high school outside this State, while a dependent of a parent or guardian who is a legal resident of this State and has custody of the dependent, or a student whose parent or guardian has served in or has retired from one of the United States Armed Forces within the last four years, paid income taxes in this State for a majority of the years of service, and is a resident of this State. These students also must meet the requirements of subsection (B) and be eligible for in-state tuition and fees as determined pursuant to Chapter 112, Title 59 and applicable regulations. In addition, the student must have graduated from high school within a minimum of a 3.0 cumulative grade average on a 4.0 scale and have scored 1100 or better on the Scholastic Aptitude Test (SAT) or have the equivalent ACT score; provided that, if the student is to attend such public or independent two-year college or university in this State, including a technical college, the SAT requirement does not apply. If a student chooses to attend such a public or independent institution of this State and does not make the required SAT score or the required high school grade point average, as applicable, the student may earn a LIFE Scholarship after his freshman year if he meets the grade point average and semester credit hour requirements of subsection (B).</p>	
--------------------------------------	---	--	--

S. 656, R172 cont.	Sales Tax	Additional Stipend Section 59-104-25. (A) A resident student who is at least a sophomore attending a four-year public or private institution of higher learning in this State, who is majoring in science or mathematics as defined below, and who is receiving a Palmetto Fellows Scholarship for the current year, shall receive an additional Palmetto Fellows Scholarship stipend equal to the cost of attendance after applying all other scholarships or grants, not to exceed three thousand three hundred dollars each year for no more than three additional years of instruction, including his sophomore year, if the student enrolled in a four-year degree program, or for not more than four additional years of instruction, including his sophomore year, if enrolled in a five-year degree program or a 3 plus 2 program. A year is defined as thirty credit hours of instruction or its equivalent each year. To receive the additional Palmetto Fellows Scholarship stipend each year, the student must receive the underlying Palmetto Fellows Scholarship for that year and must be making acceptable progress each year toward receiving a degree in his science or mathematics major. In addition, during his freshman year, the student must have successfully completed a total of at least fourteen credit hours of instruction in mathematics and life and physical science courses with a minimum of six hours in mathematics and a minimum of six hours in life and physical science including one laboratory course. For purposes of meeting the required minimum level of instruction in mathematics and life and physical science courses during a student's freshman year, advanced placement courses in mathematics and life and physical sciences taken in high school on which the student scored high enough on the advanced placement test to receive credit at his institution and for which he received credit, count toward the fulfillment of this minimum requirement.	
-------------------------------	------------------	--	--

<p>S. 656, R172 cont.</p>	<p>Sales Tax</p>	<p>(B) The Commission on Higher Education by regulation shall define what constitutes a science or mathematics major but at a minimum shall include majors in science or mathematics disciplines, computer science or informational technology, engineering, science education, math education, and health care and related disciplines including medicine and dentistry; provided, that nothing herein prevents a student from changing majors within acceptable science or mathematics disciplines. Additionally, the Commission on Higher Education annually shall communicate with high school guidance counselors regarding the list of qualifying majors.</p> <p>(C) If the additional Palmetto Fellows Scholarship Stipend is lost, it may be regained in the same Manner the underlying Palmetto Fellows Scholarship is regained if lost.</p> <p>(D) In addition, the amount of the Palmetto Fellows Scholarship for a recipient who does not receive the enhanced stipend provided by this section, beginning with the 2007 academic year, shall be increased to an amount equal to that received by a LIFE Scholarship recipient also receiving the enhanced stipend provided by Section 59-14 9-15.</p> <p>Section 59-149-15.</p> <p>(A) A resident student who is at least a sophomore attending a four-year public or private institution of higher learning in this State, who is majoring in science or mathematics as defined below, and who is receiving a LIFE Scholarship for the current year, shall receive an additional LIFE Scholarship stipend equal to the cost of attendance after applying all other scholarships or grants, not to exceed two thousand five hundred dollars each year for no more than three additional years of instruction, including his sophomore year, if enrolled in a four-year degree program, or for not more than four additional years of instruction, including his sophomore year, if enrolled in a five-year degree program or a 3 plus 2 program. In addition, during his freshman year, the student must have successfully completed a total of at least fourteen credit hours of instruction in mathematics</p>	
--------------------------------------	-------------------------	---	--

**S. 656, R172
cont.**

and life science courses with a minimum of six hours in science including one laboratory course. A year is defined as thirty credit hours of instruction or its equivalent each year. To receive the additional LIFE Scholarship stipend each year, the student must receive the underlying LIFE Scholarship for that year and must be making acceptable progress each year toward receiving a degree in his science or mathematics major. For purposes of meeting the required minimum level of instruction in mathematics and life and physical science courses during a student's freshman year, advanced placement courses in mathematics and life and physical sciences taken in high school on which the student scored high enough on the advanced placement test to receive credit at his institution and for which he received credit, count toward the fulfillment of this minimum requirement.

- (B) The Commission on Higher Education by regulation shall define what constitutes a science or mathematics major but at a minimum shall include majors in science or mathematics disciplines, computer science or informational technology, engineering, science education, math education, and health care and related disciplines including medicine and dentistry; provided, that nothing herein prevents a student from changing majors within acceptable science or mathematics disciplines. Additionally, the Commission on Higher Education annually shall communicate with high school guidance counselors regarding the list of qualifying majors.
- (C) If the additional LIFE Scholarship stipend is lost, it may be regained in the same manner the underlying LIFE Scholarship is regained if lost.

<p>S. 726, A102</p>	<p>Teaching history and literature of Old Testament and New Testament</p> <p>This bill provides that the Board of Trustees of a school district may offer an elective course teaching the history and literature of the Old Testament era and an elective course teaching the history and literature of the New Testament era; to provide that the courses must be taught in an objective manner with no attempt to influence students as to the truth or falsity of the materials presented; to provide that the State Board of Education must develop and adopt academic standards and appropriate instructional materials for the courses; and to provide for oversight of the classes by the local Board of Trustees.</p>	<p>§59-29-230. (A) (1) A school district board of trustees may authorize, to be taught in the district's high schools, an elective course concerning the history and literature of the Old Testament era and an elective course concerning the history and literature of the New Testament era.</p> <ul style="list-style-type: none"> (2) Each course offered must be taught in an objective manner with no attempt to influence the students as to either the truth or falsity of the materials presented. (3) Students must be awarded the same number of Carnegie units that are awarded to other classes of similar duration. (4) A particular version of the Old or New Testament to be used in either course may be recommended by the board of trustees; provided, that the teacher of the course and students enrolled in the course may use any version of the Old and New Testaments. <p>The board of trustees of a district that offers a course pursuant to this section must:</p> <ul style="list-style-type: none"> (a) maintain supervision and control of the course; (b) hire any new teachers that it determines are required to teach the course in the same manner all other teachers are hired; (c) assure that all teachers teaching the course are certified by the State; and (d) make no inquiry into the religious beliefs, or the lack of religious beliefs, held by a teacher when determining which teacher shall teach the class. <p>The State Board of Education shall develop and adopt academic standards and appropriate instructional materials that must be used by high schools offering a course pursuant to this section. These academic standards and instructional materials must ensure that the courses do not disparage or encourage a commitment to a set of religious beliefs.</p>	
----------------------------	--	--	--

S. 726, A102 cont.	Teaching history and literature of Old Testament and New Testament	<p>The academic standards and appropriate instructional materials developed and adopted by the board must:</p> <ul style="list-style-type: none">(1) be designed to help students gain a greater appreciation of the Old Testament and the New Testament as great works of literature, art, and music; assist students in gaining greater insight into the many historical events recorded in the Old Testament and the New Testament; and provide students with a greater awareness of the many social customs that the Old Testament and the New Testament have significantly influenced; and(2) provide that the Old Testament is the primary text for the course exploring the history and literature of the Old Testament era and that the New Testament is the primary text for the course exploring the history and literature of the New Testament era. <p>The academic standards developed and adopted may provide that students may be assigned period-appropriate secular historical and literary works to supplement the primary text.</p>	